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ABSTRACT

A study examined the views of English/Language Arts teachers in Maryland high schools with respect to mass media consumption education. On the basis of taped interviews and completed questionnaires from 104 teachers (a 39% response) from 26 public and private high schools in 9 counties and Baltimore City, most teachers indicated they did not know of any published mass media curriculum in their county, but a high percentage did include mass media in their courses, with newspapers, magazines, and television topping the list. A majority of teachers also thought their students consumed 20 hours or more of mass media per week and that teaching mass media raised student interest level and was a good preparation for life in a media-oriented society. The negative views by teachers, however, centered around mass media instruction not being part of an established curriculum, the unavailability of necessary background material or training, and the lack of room in the curriculum for mass media. Finally, the respondents thought mass media consumption education was desirable, perhaps on a limited basis, and said they would at least consider more mass media instruction if they were supplied more background and/or information. (Ten illustrations are included; an appendix which contains the questionnaire on mass media consumption and 66 references are attached.) (KEH)

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INTRODUCTION

The mass media in modern society (those means of communication which appeal to a large audience) come in many forms. They include print, from newspapers to magazines to paperbacks, and broadcasting, from radio to television in all its forms (cable to satellite). They include film, from neighborhood theaters to home VCR's, and music, from the radio to the stereo to the music video. In addition, the mass media include advertising, which incorporates many of the mass media forms to promote a product or a cause.

The mass media consumer of today can use technology to attempt to create his own movies (perhaps even underwater) or run commercial films on a laser, videodisc player, or stereo, hi-fi VCR. He can tune in to cable television or the myriad programs available through a backyard satellite dish. He can even embellish his effort by purchasing a large screen for viewing any video reproduction, adding the latest in stereo equipment to improve the sound and looking forward to three-dimensional and digital (two shows on one screen) advancements. He can listen to music on anything from portable cassette recorders with earphones to large radios with powerful speakers, which are becoming more and more portable and perhaps can run on

solar power. He can choose to elaborate home systems with compact disc (CD) capabilities that are becoming more and more prevalent. And music can be watched as well as heard through numerous music video variations.

In addition, the mass media consumer can investigate the many possibilities brought about by the computer revolution, offering home information systems with anything from video newspapers to video games. He can purchase a daily national newspaper which uses satellite technology to make even print information more and more capsulized and instantaneous. Diversification and slick graphics tempt the consumer with a large array of magazines, from newsmagazines to specialty publications on any subject from wrestling to soap operas. And, of course, advertising employs all of the media, including innovations such as Claymation and sophisticated computer graphics, to try to persuade the public of the desirability of any given product.

Society's Mass Media Use and Teenagers

Briefly stated, the overall presence of the mass media in society is an all-inclusive one, encompassing myriad forms for large numbers of people during a considerable amount of time. Perhaps the most pervasive of the mass media is television. According to the 1987 Nielsen Report on Television, 87.4 million U.S. households (95.8 percent

of the 91.16 million total households in the U.S.) owned at least one TV set as of January 1987. Ninety-five percent of those households had color TV and 59 percent had two or more sets. As of September 1986, if cable and over-the-air station channels are combined, 85 percent could receive nine or more channels and 20 percent could receive 30 or more channels. Estimates showed that in 1986 over 227 million people were in television households, and those households viewed an average of seven hours and 10 minutes per day. In households with non-adults (under 18) present, the television set was in use for 58 hours and 54 minutes per week. Also, estimates showed that female teens (12-17) used the television set for 20 hours and 33 minutes per week, with male teens averaging 22 hours and 38 minutes.

In a related study (University of Michigan Institute for Social Research, 1985), teenagers from 12 to 14 spent an average of two hours and 22 minutes each weekday watching television, and an average of two hours and 49 minutes each day during weekends. For those 15 to 17 years old, the average totals were one hour and 48 minutes, and two hours and 37 minutes respectively.

With regard to the print media, a national study in 1983 (Simmons Market Research Bureau, Inc.), projected to include 48 states, indicated that 24 million American adults said they read at least one newspaper daily. Those 24 million American adults were part of households with

at least one teenager who may have been exposed to the publications received. In addition, the Newspaper Circulation Analysis 1985/1986 (Standard Rate & Data Service, Inc.) said that the Baltimore Sun reached 41 percent of the households in its area on weekdays and 47 percent on Sundays. There were 199,000 teenagers (12-17) in the Sun's circulation area. The Washington Post reached 53 percent of the households in its circulation area on weekdays and 71 percent on Sundays, encompassing 307,000 teens. TV Guide and Reader's Digest were the most popular magazines, pointing to the broadcast-related and capsulized tastes of this particular reading public.

Other studies have dealt with print media consumption and young people. Yankelovich, Skelley, and White, Inc. (1976) found that among 18-24-year-old respondents, newspaper readership had declined 10 percent in the previous decade, largely because of a communication gap between the industry and the young adult market. The Newspaper Readership Project (1980) took a sample of 1,156 children between the ages of six and 17. Ninety-one percent were exposed to a daily or Sunday paper at home on a regular or occasional basis, but readership habits were largely based on the family's social class and the influence of parents on their children.

Impact of Mass Media on Society and Teenagers

The above information indicates the strong overall presence

of the mass media in society. It is difficult to deny that the mass media are there. In that context, though, a number of questions have been raised concerning mass media influence and the issues which surround that influence. For example, do a few very powerful individuals control and determine the minds and actions of a nation through the mass media? Does mass media consumption have negative or positive effects on consumers? If people are informed by the media, are they also manipulated? How correct are McLuhan's controversial views (1964) on the "cool" world of mass communication and its effects on modern man? Is violent behavior increased along with an increase in mass media consumption? Does television news inform or just attempt to entertain? What are the differences between local television coverage (more "happytalk" exchange, more "next-door-neighbor" crises) and national coverage (issues of national or international ramifications)? Are most newspapers basically biased in their selection of what news to print? Does advertising use unfair means (subliminally or with other techniques) to persuade consumers to purchase a product?

Numerous authors and critics have deemed these issues worthy of discussion in a society with a continuing proliferation of mass media, and the large body of work connected to mass media issues has provoked considerable debate. The issues have been discussed in various ways.

Gans (1979), for example, examined the workings of four major news operations whose decisions determine what their viewers and readers should know. Dennis and Merrill (1984) squared off on issues such as freedom of the press, public access to the media, and the quality of media content. Manoff and Schudson (1986) presented insights into the sources of news, what is factual and what really is not, and how the print media operate. Jeffres (1986) discussed issues such as mass communication theory, the nature of the media audience, and the overall societal effects of the media. Jamieson and Campbell (1988) pointed out how ratings and revenues demonstrate the importance of commercial considerations in advertising and mass political communication. And from a more historical standpoint, Hudson (1987), Becker (1987), and Busby (1988) outlined media events, operations, and effects in the past, present, and future.

Many authors and critics, including those mentioned above, have offered provocative comments on mass media and their effects. To illustrate, Mankiewicz and Swerdlow (1978) observed that television enters our lives "in ways so deep as often to be unrecognizable, and often impossible to escape" (278). Comstock (1980) concluded that television's power is almost beyond the control of anyone, from viewer to network executive (123). Postman (1985) suggested that "...we are in a race between education and disaster," with ". . .the necessity of our understanding the politics

and epistemology of media (163).

Connected to the findings on electronic media consumption by the young, concerns have been expressed as to the impact of extensive media exposure. Issues such as the influence of media violence (strongly shown by Belson's study in 1979), advertising's persuasive techniques, and the transmission of values through media, have been discussed many times. The discussions often have been in connection with the role educators must take. Kozol (1985) and Goodlad (1984), for example, were concerned with the effects of computers and television on literacy and the process of learning. Groups such as Action for Children's Television (Schwarz, 1982) continue to actively support more awareness of television's power over the young. Sprafkin, Swift, and Hess (1983) took the approach that television should be criticized harshly. Stein (1979) was very optimistic about the merits of melding education and the mass media. And Doerken (1983) issued a warning that the influence of television needs to be counterbalanced by classroom training and direction.

Mass Media Consumption Education and the Schools

The works noted in the section above bring to mind some popular terminology among media critics, commentators, and educators: "media literacy" in general and, more specifically, "television literacy" and "critical viewing." These

terms have been used along with attempts to educate the public as to the workings, effects, and power of the mass media they consume so much.

Many of the mass media education efforts have been aimed at the overall population, but some recommendations and suggestions have been offered to the school systems in that same direction. Specifically, the National Institute of Mental Health in Television and Behavior (U.S. Department of Health and Human Services, 1982) went so far as to offer direct suggestions for increasing television literacy and recommended that television be incorporated into language arts and writing programs in schools.

Also, in an earlier work, Postman (1979) advocated the establishment of a curriculum dealing with media ecology and the study of information environments. And more recently, Splaine's handbook (1987) specifically supported the argument for incorporating television into school programs. He contended that critical viewing of television is an integral part of educating students toward intelligent mass media consumption, and his work outlined ways for educators to accomplish that objective.

On the other side of the media coin, newspapers have been used extensively in the classroom as aids for teaching writing, discussing current events, learning about the print media, etc., and some work has been done examining Newspaper in Education programs. Marlene Stone Cowan studied

the use of the Newspaper in Education Program in Maryland (1978) and deemed the program relatively successful because of a positive response rate of 67 percent. Zenobia Verner and Louise Murphy (1977) found respondents in six inner city high schools saying that newspapers may contribute toward positive changes in student attitudes about school, community, and subject matter. And a study of teachers in Canada by Data Laboratories Research Consultants (1976) showed teachers who participated in Newspaper in Education workshops were more favorable toward newspapers in general and in the classroom. (Note: Sutro gave a concise history of Newspaper in Education concepts and programs up to 1979.)

Generally speaking, the subject of mass media in the curriculum has been a topic for researchers, critics, and educators on both local and national levels. Also, from an international perspective, overviews of mass media education have appeared in Britain (Brian Firth, 1968), Finland (Yrjo Littunen, 1974), and Australia (Kelvin B. Canavan, 1975).

Mass Media Consumption Education and the Current Study

The information and observations outlined above are indicative of the strong presence of the mass media for most, if not all, segments of modern society. In addition, the background information above indicates the concern

of researchers, critics, and educators over the issues raised by the consumption of mass media and the influences mass media use may exert.

Concern over the effects of the large amount of mass media consumption has engendered a desire by some to foster a new "literacy" related to mass media use. One result has been suggestions that the operation and influence of the media should be topics for the re-education of all levels of society.

In addition to the concern for mass media education relative to all levels of society, however, there also has been considerable attention paid to mass media and the young. The statistics indicate they (both children and teenagers) generally consume mass media on a regular and perhaps considerable basis. Arguments indicate the effects of that consumption may be less than beneficial if not harmful. Because the students are living in a society which is increasingly being exposed to large doses of mass media, shouldn't they be educated to consume those large doses intelligently and profitably? After all, they will be mass media consumers long beyond their high school years.

If mass media education of the young is considered important, then who should be addressing that task? Further, even though education takes place in many ways and under many circumstances, shouldn't the schools be at least

considering the question of educating students about the mass media which have become a large part of their lives? Are schools attempting any form of mass media consumption education? In other words, are they confronting students with insights into the workings and possible effects or influences of the mass media?

As the references above point out, some of those mass-media related questions have been discussed. However, it remains to note some other researchers and critics who have offered information and comments connected to the curriculum in general, the administrators who oversee it, and the teachers who implement it.

For instance, a Gallup/Phi Delta Kappa survey (Gallup, 1984) polled public school teachers on the major problems facing the schools. Poor curriculum content and standards ranked sixth, but with no specific mention of English/Language Arts or mass media. More directed at students and indicative of one approach to mass media in the curriculum, an American College Testing Program survey (Dvorak, 1987) polled 2,687 college freshmen as to the effectiveness of their high school English classes in preparing them for college work. Journalism courses surfaced as the highest rated area of the 29 language arts competencies listed in the survey. In relation to that perspective (Dvorak, 1988), a sampling of 1,204 college freshmen, when divided into four groups according to American College Testing

Program English Assessment scores to equalize abilities in language arts competencies, showed that "those with high school newspaper or yearbook experience had higher writing scores than did non-publications students in 13 of 16 College Outcome Measures Project (COMP) test comparisons, with four of those scores significantly higher" (397-8).

The curriculum guides from some counties in the state of Maryland give mostly indirect references to mass media education, but there is little formal indication that mass media education is required or suggested. Of course, it should be remembered that individual teachers may indeed be incorporating mass media education in their classes through their own initiative.

Further, some recent studies have been conducted specifically on including mass media education/instruction in a high school curriculum or an undergraduate education program.

Crook's (1973) survey of the 50 state departments of education sought to determine the extent of mass media education in the public schools at that time, along with projections for future efforts. Overall, officials said only 20 percent or less of the senior high schools offered full courses in mass media education, but a majority said over 60 percent of the schools had a mass media unit in their curriculum.

Five years after the Crook study, Fletcher and Surlin (1978) directed a survey to state officers of education concerning mass communication instruction in secondary schools. They concluded that mass communication courses were in great demand and state education officers supported them, but very few of the responding states had an official curriculum guide. They saw many respondents failing to argue against mass communication courses, although they observed that curricular limitations and a lack of teacher expertise, especially in the area of mass media "effects," seemed to be problems in implementing mass communication instruction programs.

In 1979, Allen and Lee polled 190 secondary education department chairpersons as to mass media course requirements for certification to teach secondary level social studies, as well as their attitudes toward mass media education. The results showed that only nine of the departments surveyed required a course in mass media for social studies certification, and that respondents were equally split over the ;necessity for mass media requirements ;both in schools of education and in the secondary schools themselves.

The Teacher Education Committee of the Association for Educational Communications and Technology undertook a study in 1980 to ascertain what media requirements existed for education students. Thirty-eight percent of the states had no media requirement for education students. If the

State required a media program. 52 percent left the program's content up to the individual institution. Eighty-seven percent of the institutions did teach media skills in some way. but only 28 percent of the institutions required mass media instruction in at least one course. Also, education students mainly were instructed in the operation of equipment, production, and selecting and utilizing media as teaching tools. Less emphasis was placed on survey courses and theory.

Relatively recently. Satin (1984) gathered data from a random sample of officials from 450 school systems across the United States. and the results showed that 'mass media instruction in secondary schools is declining," even though most school system officials agreed that knowledge about mass media is important in this technological age." Further, the 'most imposing barriers to mass media programs appeared to be inadequate training of teachers and lack of curriculum space.'

Although the above studies dealt largely with administrative views, one study by Ryan (1971) examined the views of both teachers and administrators over a 50-year period. Ryan found that, over the five decades, most of the writers were print-oriented, with the electronic media receiving extensive treatment only in the last three decades. The arguments in favor of the use of media materials in the English curriculum were: as tools of instruction for other

components of the English curriculum; as subjects for scholarly study; as materials for which discriminating judgments must be developed; and as materials which could provide enjoyment and information according to personal tastes.

The attacks upon the mass media centered around their being a gateway for immorality, a force that lowered standards of social behavior, a contributing factor toward intellectual erosion, and a subject area fit only for less capable students. Despite the attacks, though, Ryan found most of the attitudes expressed during those 50 years were favorable toward the inclusion of mass media in the English curriculum, but few writers advocated a restructuring of the curriculum, or a redefinition of "English" in order to establish the various mass media as equal elements of the curriculum.

To conclude, the above examples indicate that research and commentary have been produced on mass media and media-related issues. Overall, then, for the purposes of the study, the question of mass media consumption education in Maryland high schools, as perceived by English/Language Arts teachers, is related to previous work on mass media in general, mass media consumption by the overall populace and students in particular, and the question of whether to make mass media consumption education a necessary part of the modern school curriculum.

However, when the question of mass media consumption education has been raised, most of the direct attention has not been focused on classroom teachers. In that context, a study of secondary school, English/Language Arts teachers' views on mass media consumption education in Maryland was thought to fill a gap in the research previously done in the subject area.

The studies cited above, with exceptions, were concerned mainly with the views of educational administrators. With all of the commentaries and background material considered, there has been little investigation of teachers' views toward mass media instruction in the schools. There was, then, a need to conduct a study of classroom teachers' views on the question of mass media education, because the teachers, after all, are closest to the day-to-day instruction of students. Since the bulk of the background information, studies, and criticism which had been examined were either general in nature, or related to society, students, or administrators specifically, the classroom teacher needed to be addressed in more detail. The focus of this study was an attempt to fill that need.

Key Terms of the Study

Basically, the study dealt with mass media education in Maryland English/Language Arts classes at the secondary level. However, a distinction had to be made between two

types of mass media instruction, only one of which applied to the study. The two types are mass media consumption instruction and mass media skills instruction, and there is a definite difference.

Some high school courses teach media skills. The courses consist of training in specific, perhaps job-related media areas which could result in an actual finished product such as a newspaper, a magazine, a videotaped television program, or, as is currently popular, a video yearbook. Students may learn to write news stories (broadcast and/or print), design pages for newspapers and/or magazines), gather stories or articles while exercising professional judgment, learn to operate a videotape or television camera, edit copy or tape, or practice the delivery of a disc jockey with radio station equipment.

On the other hand, mass media consumption instruction attempts to confront the issues surrounding the consuming of mass media. The issues may include public confidence in the media, media ethics, the subtle ways media may influence the public, the inner workings of how certain individuals become powerful in the media, the specifics of how the media operate in a world which demands immediate, exact, and correct coverage and analysis of events, and the implications of an increasingly powerful technological age. Mass media consumption instruction may include an introduction to the skills used in mass media production,

but the main intent is to focus on the hows and whys of mass media with regard to their effects on society, with special attention to the fact that the students will be mass media consumers far beyond formal schooling.

(Note: Mass media consumption instruction does not mean teaching with media such as films, television, and newspapers, although they may often be used in the process. Instead, it means teaching about the mass media and their effects and implications).

Research Questions

The study dealt with mass media consumption instruction/education, and the eventual research questions focused on one segment of an educational community encompassing the English/Language Arts teachers in a selected group of Maryland secondary schools.

Primarily, the major research question was whether the teachers perceived an overall need for mass media consumption education in secondary schools.

Subsidiary questions included:

1. How often and to what degree is mass media consumption instruction a part of course content for the teachers surveyed?
2. Why is mass media consumption instruction included or not included in the classes in question?
3. What are the factors determining how much or how

ittle mass media consumption instruction is being employed by teachers?

4. Do the teachers see their students expressing a desire for mass media consumption instruction?
5. Do the teachers believe there is a need for mass media consumption education. and how strong is that need?

With the above research questions in mind, it was the overall intent of the researcher to supplement recent studies. information. commentaries. and trends concerning the mass media and mass media education with a study aimed directly at classroom teachers. In this case, the targeted sample was secondary school. English/Language Arts teachers who may or may not be including some mass media consumption (not skills) instruction in their classes for various reasons.

Importance of the Study

Given the recent technological, media-related explosion, a current study of secondary school teachers attempted to show whether mass media consumption instruction is viewed as important by them, and whether those who teach considered a discussion of the influence and effects of mass media as worthy of classroom time. It also sought to discover if the educators felt mass media consumption

instruction. despite any barriers they may perceive, should be included in a curriculum geared toward the modern student. For these reasons. a study based on what is outlined above was thought to be a contribution to the ongoing body of knowledge dealing with the educational process, especially in a world where the mass media are so prevalent.

METHODOLOGY

The overall intent of the study was to measure the views of English/Language Arts teachers in Maryland high schools on mass media consumption education.

First of all, a pilot study in a county not targeted for the main study showed that the approved questionnaire was workable. The pilot study was arranged with the help of the University of Maryland/Northwestern High School Cooperative Research Project. When the largely anonymous questionnaire was finalized (see Appendix A), it asked for a variety of responses from yes-no to scaled to open-ended, allowing for a wide spectrum of results.

The selection process for the sample of English/Language Arts teachers was based on a statewide membership listing obtained from the Maryland Scholastic Press Advisers Association with the aid of the Director of Career Development at the University of Maryland's College of Journalism. A statewide distribution was expected to give the results of the study a greater geographical weight, and the teachers on the list would afford the researcher a dual advantage. They would be English/Language Arts teachers who were familiar with the researcher's contact at the College of Journalism. In addition, they could act as liaisons between the researcher and other members of their respective

faculties. Parenthetically, some of the advisers were known to the researcher personally.

The scholastic publications advisers selected were sent an introductory letter explaining the intent of the study. They were asked to indicate their willingness to help with the study, and also were asked to return a note of agreement showing either the number of English/Language Arts teachers in each high school or, as was the result, the number of teachers that the adviser thought might participate in the study. In addition, a notice was placed in the advisers' organization newsletter (The Adviser) to encourage cooperation in the study.

The publications advisers who responded positively with notes of agreement were confirmed to complete their own questionnaires and to serve as intermediaries between the researcher and the English/Language Arts teachers. The advisers were asked to facilitate the completion of the questionnaires and return them to the researcher.

Sixty requests were mailed, and 28 high school advisers responded. Twenty-six of them agreed to participate in the study, and three of the 26 were from private schools. The 26 school groups in eight Maryland counties and Baltimore City which agreed to participate were sent a total of 259 questionnaires for completion in the spring of 1987. After a three-month waiting period, a follow-up letter was sent and subsequent telephone calls contacted those who

did not respond to the letter.

Of the 26 public and private schools which were sent questionnaires, one encountered a problem with approval from the principal, and two others said they had sent questionnaires, but they never were received by the researcher. As a result, 99 questionnaires from 23 schools were completed and returned. However, two were unacceptable due to lack of demographic information, so 97 acceptable questionnaires were the basis for evaluation at that stage of the study.

Before final tabulation, three high schools were chosen as sites for personal, taped interviews which would expand upon the open-ended response facet of a multifaceted questionnaire and also better gauge the ideas of teachers in various geographical areas. The original questionnaire was used as the basis for the interviews, and all of the responses were incorporated into the overall results.

Once the completed questionnaires were received, and the taped interviews were obtained, the results from 104 Maryland, secondary school, English/Language Arts teachers from 26 public and private high schools in nine counties and Baltimore City were tabulated. Coding was used for the responses. The numbers of the questions were used as codes to indicate the questions themselves. Roman numerals were indicators (anonymously) of the respondents and their corresponding questionnaires, English alphabet (upper

case) letters were used to represent the various demographic areas, and English alphabet (lower case) letters were used to determine the scaled answers. The taped interviews were approached in the same manner. Also, all of the open-ended responses were coded by key words to aid in determining frequency of response.

Overall results were tabulated arithmetically. After the rationale and procedure for the study were determined and implemented, it was thought that an arithmetical approach, using mathematical enumeration and coding, would be most effective for the combined quantitative and qualitative nature of the questionnaire.

As outlined above, the coding process for the quantitative responses, arithemtically tabulated, was based on the simple logic of numerical and alphabetical progression. The first repondent was designated as Roman numeral I. The order of respondents was grouped by county and individual school, but the placement of the tabulation order for counties was simply arbitrary. Demographic information on the respondents was designated by Arabic capital letters, each representing a specific characteristic of age, location of the school, years of teaching, classes taught, and academic background.

Comparisons and correlations then were made between the individual responses, and the geographical locations of the schools and personal characteristics of the

teachers. The number of English/Language Arts teachers in the selected Maryland high schools who employed mass media consumption instruction was determined, as well as the frequency and types of their instruction. Also, the teachers' perceptions of the educational place for mass media consumption education was examined through both quantitative and open-ended responses.

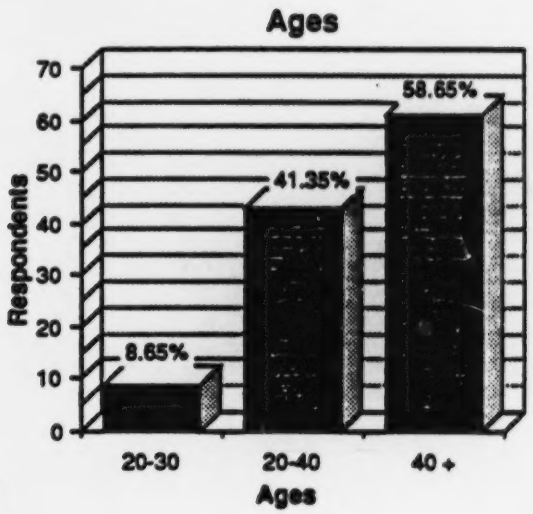
FINDINGS

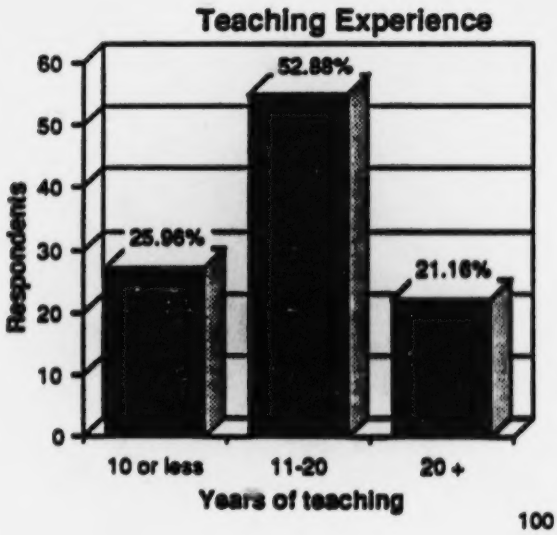
Of the 259 questionnaires mailed to 26 public and private high schools in eight Maryland counties and Baltimore City, 99 were returned and 97 were acceptable. Later during 1987, seven taped interviews were conducted at three high schools, resulting in a final response rate of 104 out of 266 (39.1 percent). Three high schools from the initial sample did not participate for various reasons, but the interviews brought the number of schools back to 26 and the areas represented up to nine counties and Baltimore City.

The 104 respondents were classified according to their individual characteristics (see Illustration 1). Forty-three of the respondents (41.35 percent) were between the ages of 20 and 40. Nine of those 43 respondents (8.65 percent) were between the ages of 20 and 30. The remaining 61 teachers (58.65 percent) were over the age of 40. (**Note:** Final percentage totals throughout the study may not result in exactly 100 percent because individual percentage rates were rounded off in hundredths.)

As far as years of teaching were concerned, 27 respondents (25.96 percent) had been teaching for 10 years or less, 55 teachers (52.88 percent) had been teaching 11 to 20 years, and 22 (21.16 percent) had been teaching for more

DEMOGRAPHICS





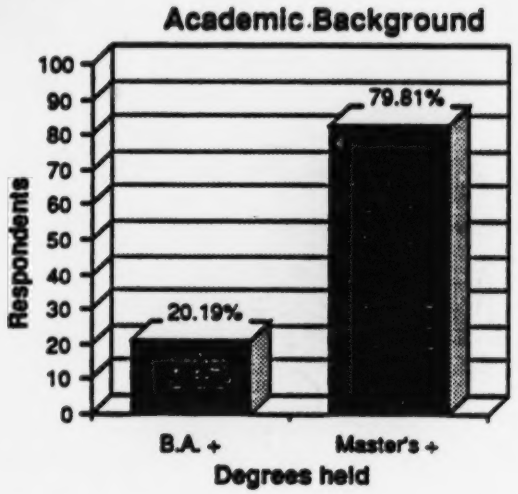
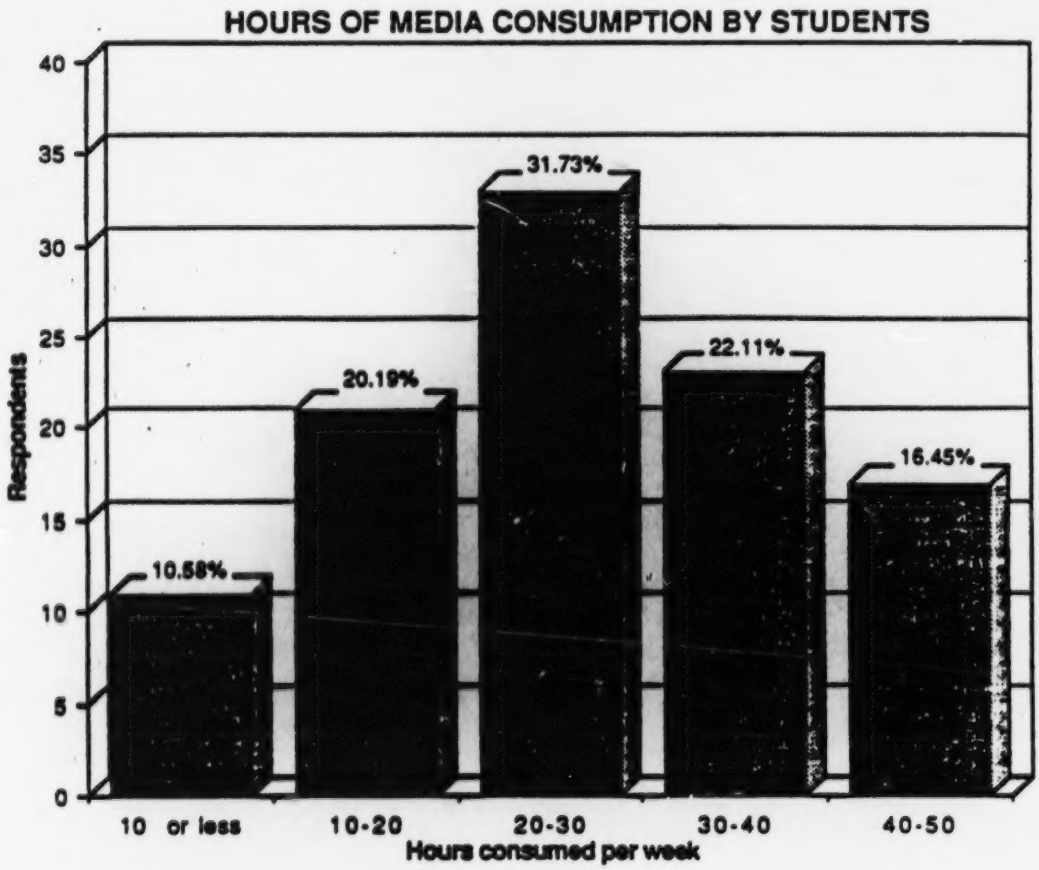


Illustration 1

than 20 years. Academic background of the teachers was divided into two categories: those with bachelor's degrees and possible post-graduate work, and those with a master's degree equivalency or more. Twenty-one of the teachers (20.19 percent) fell into the first category, and 83 (79.81 percent) qualified for the second area.

After examples of various, established curriculum guides were obtained, overall totals and percentages were tabulated for each of the 17 questions on the questionnaire (see Appendix A). Question 1 asked if the teachers knew of a published school system curriculum for mass media consumption education. Forty-five (43.27 percent) of the teachers said they did not know whether there was a curriculum or not. Thirty-nine (37.5 percent) said there was no published curriculum, and 17 (16.45 percent) said that did know of one. Three teachers (2.88 percent) did not respond to Question 1.

Question 2 asked the teachers to speculate on the number of hours of mass media their students consumed per week (see Illustration 2). Thirty-three (31.73 percent) said it was between 20 and 30 hours, 23 (22.11 percent) said between 30 and 40 hours, 21 (20.19 percent) said between 10 and 20 hours, and 17 respondents (16.45 percent) went as high as 40 to 50 hours per week. The other 11 (10.58 percent) speculated 10 hours or less, or did not answer the question.



Note: The hours of media consumption compiled above reflect the views of the teachers regarding their students' media habits.

Illustration 2

(Note: The 1987 A.C. Nielsen findings in the company's booklet, Television: 1987 Nielsen Report, showed that teenagers consumed at least 20 hours of television per week. This, of course, does not include their consumption of other mass media.)

Question 3 asked the teachers if they incorporated mass media consumption into any of their courses. An even 100 (a very high percentage of 96.15) said that they did include it, and only four (3.85 percent) said they did not. The teachers then were asked in Question 4 to indicate the specific courses where mass media consumption was included. Sixty-one (58.65 percent) mentioned average English courses, 23 (22.11 percent) named a combination of English and Journalism classes, seven (6.73 percent) indicated remedial English, and four (3.85 percent) mentioned advanced placement English as a course which included mass media consumption instruction. The other nine teachers either failed to respond or, in one case, named a U.S. History course.

The specific areas of mass media consumption education covered in classes was the subject of Question 5 (see Illustration 3). Many teachers gave multiple answers, but the frequency of the various responses was used as the approach for measurement. Newspapers topped the list with 79 responses (75.96 percent of the teachers), with magazines a close second (73 teachers--70.19 percent). Tele-

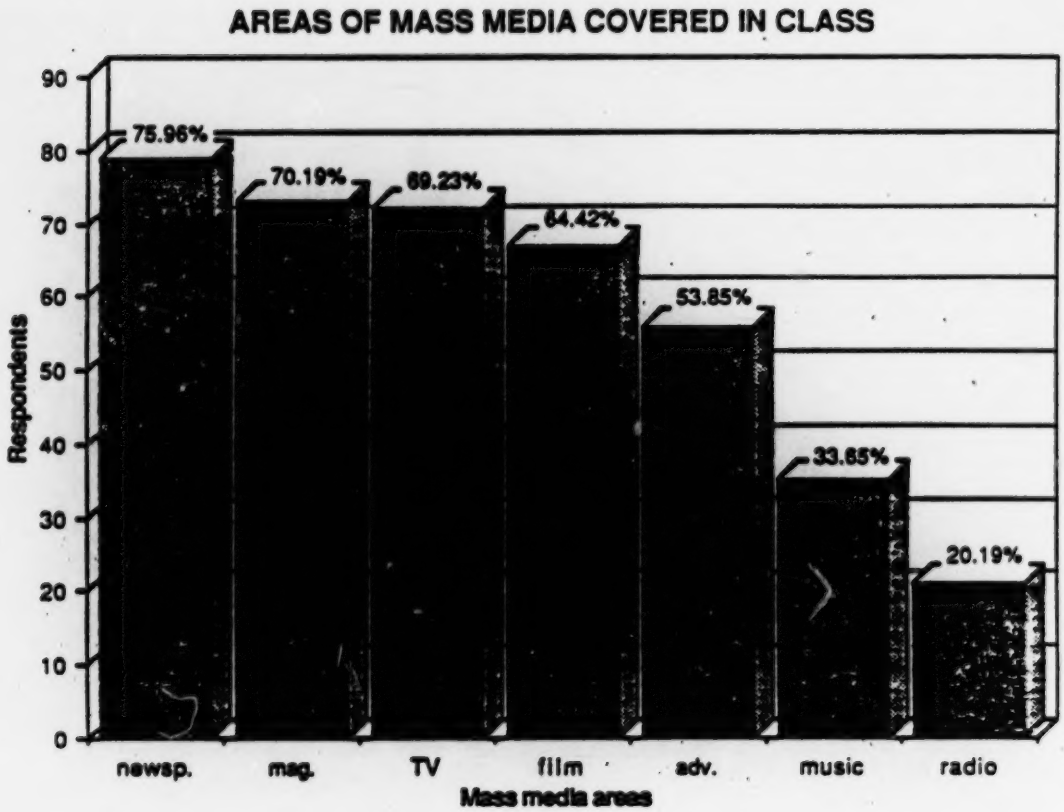
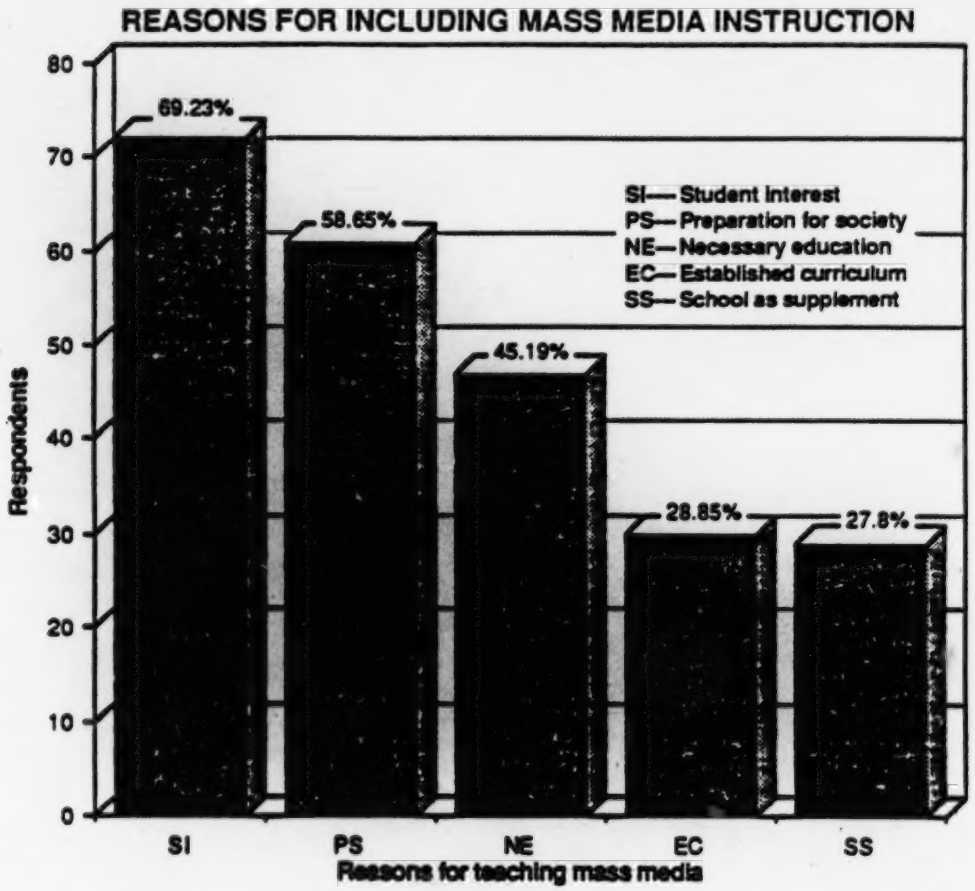


Illustration 3

vision ranked third (72 teachers--69.23 percent), and film was close behind (67 respondents--64.42 percent). Fifty-six teachers (53.85 percent) said they covered advertising and 35 (33.65 percent) said they included recordings and/or the music industry. Only 21 (20.19 percent) mentioned radio, and 3 teachers gave no answer.

In Question 6, teachers were asked how frequently they covered areas of mass media consumption in their courses. The most common answer here was monthly (34 respondents--32.69 percent). Twenty-eight (26.92 percent) said it was included weekly and 23 (22.11 percent) mentioned every two or three months as the frequency. Only 16 (15.38 percent) said they included it once or twice yearly, and the other three respondents said either they never included mass media consumption in their courses or they did not answer the question.

The reasons for including mass media consumption in courses were explored in Question 7 (see Illustration 4). Again, the teachers sometimes gave multiple answers, and the frequency of each answer was measured. The most frequently mentioned reason (72 respondents--69.23 percent) was that mass media consumption raised student interest level. Sixty-one teachers (58.65 percent) said it was good preparation for students to function in a media-oriented society. Forty-seven (45.19 percent) thought mass media consumption was a necessary part of students' education,



Note: The percentages in the above graph reflect the number of times respondents chose that particular reason. Most respondents chose more than one reason.

Illustration 4

and 30 respondents (28.85 percent) said it was part of an established curriculum. Twenty-nine respondents (27.88 percent) mentioned that students' consumption of media should be supplemented by instruction in school. Other responses were minimal, and 10 teachers failed to respond.

Question 8's focus was on the source of the decision to include mass media consumption education in courses. There were combination answers here as well, but the most frequent response by far centered on a decision by the individual teacher. Eighty-nine teachers (85.58 percent) mentioned themselves either as the only source of the decision (61 teachers--58.65 percent) or in combination with a school curriculum committee, a county curriculum committee (16 teachers--15.3 percent), or students (10 teachers--9.61 percent). Ten teachers (9.61 percent) said the county curriculum committee was the sole reason for the decision to include mass media consumption education in their courses.

A possible weakness in the understanding of the questionnaire surfaced in the responses to Question 9 and their relationship to Question 7. Question 9 asked for reasons why mass media consumption was <u>not</u> included in their courses. Most of the teachers (75--72.11 percent) who answered Question 7 positively, saw Question 9 as not applicable to them. However, some perhaps thought that they should include the negative reasons of Question 9 even though they had given positive answers to Question 7. Of those

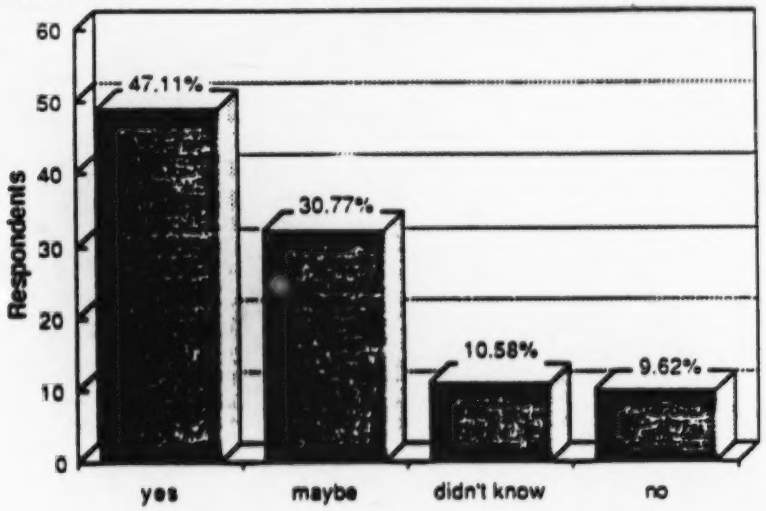
few who fit the above category, the most frequently mentioned negative reasons were that mass media consumption education was not a part of the established curriculum, that insufficient materials were available, and other instructional areas were more important in the time allotted.

Of those who responded to Question 10, 58 teachers (55.77 percent) said their students did not express a desire for mass media consumption education, and 43 (41.35 percent) said their students did express a desire for it. Question 11 went on to ask how often students express a desire for mass media consumption education. Based on their response to Question 10, 59 of the teachers (56.73 percent) thought that Question 11 was not applicable. Twenty-three of them (22.11 percent) said students occasionally expressed a desire, and 13 (12.50 percent) said they often did so.

Question 12 concerned whether teachers would include more mass media consumption in their courses if they received more information, training, and/or support (see Illustration 5). Forty-nine respondents (47.11 percent) said they would, 32 (30.77 percent) said maybe, 11 (10.58 percent) said they did not know, and 10 (9.62 percent) indicated that they wouldn't include more. Two individuals did not respond.

The awareness of teachers to mass media critics was investigated in Question 13. Thirty-one respondents (29.81 percent) said they were moderately aware, 29 (27.88 percent) said they were not very aware, 22 (21.15 percent) went

WILLINGNESS FOR MORE MASS MEDIA CONSUMPTION EDUCATION



Note: Two of the teachers did not respond to this question.

Illustration 5

NECESSITY FOR MASS MEDIA CONSUMPTION EDUCATION

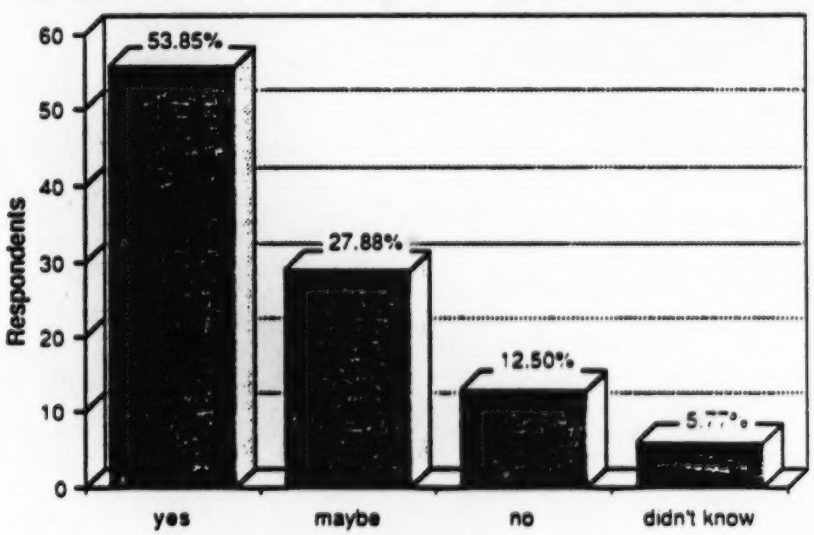


Illustration 6

so far as to say they were not aware at all, and 17 teachers (16.45 percent) went in the other direction and said they were very aware of mass media critics. Only four (3.85 percent) said they were extremely aware, and one individual did not respond. The respondents were asked to be more specific about their awareness of mass media critics in Question 14. Once more, the answers included multiple references and frequencies of the consumption of sources. Forty-eight teachers (46.15 percent) named print sources, 30 (28.85 percent) mentioned broadcast-related sources, and 41 (39.42 percent) did not mention any sources for awareness of mass media critics. As far as frequency went, 27 individuals (25.96 percent) said their consumption of sources was frequent, 22 others (21.15 percent) said it was occasional, and 7 (6.73 percent) said it was seldom.

Question 15 went one step further and asked teachers opinions on the awareness of members of their profession with regard to mass media criticism. Most of the teachers answered either not very aware (45--43.27 percent) or moderately aware (38--36.54 percent). Twelve (11.54 percent) thought their colleagues were extremely aware of mass media criticism, and the rest either did not answer or thought the members of their profession were not aware at all.

Teachers' opinions on the necessity for mass media consumption education in secondary schools were measured in Question

16 (see Illustration 6). Fifty-six (53.85 percent) said they thought it was necessary, while 29 (27.88 percent) thought that maybe it was necessary. Thirteen (12.5 percent) felt that it was not necessary, and six (5.77 percent) did not know.

Both Questions 16 and 17 paid special attention to open-ended responses, and a number of the teachers did respond in an open-ended manner. Twenty-seven individuals (25.97 percent) offered open-ended responses to Question 16, and 33 (31.73 percent) filled in the open-ended area of Question 17. Those responses, along with open-ended answers from all of the other questions, were recorded and coded.

Open-Ended Responses

On 121 occasions, 104 respondents, answering a 17-question questionnaire, elected to give an open-ended answer. Some questions were purposely geared to open-ended answers and, therefore, were more likely to elicit that type of response.

Seven questions brought about the most open-ended responses. They were Questions 4, 7, 9, 10, 12, 16, and 17, which were the only ones to elicit more than five open-ended responses (Again, if desired, please see Appendix A for specifics of the questionnaire). Because of the nature of the seven taped interviews, the open-ended answers

to Questions 16 and 17 were combined. All the other open-ended responses were recorded as single units, reflecting a total of both mailed questionnaires and taped interviews.

In answering Question 4 (which courses contain mass media consumption instruction), seven open-ended responses were given. The juxtaposition of Questions 7 (reasons for including mass media consumption education) and 9 (reasons for not including it) produced 15 responses for the former and eight for the latter. Question 10 (whether students had a desire for mass media consumption education) elicited eight responses, and Question 12 (whether teachers would include more mass media consumption education if they received more information, training, and/or support) produced nine open-ended responses.

Twenty-seven of the teachers who responded to the mailed questionnaire gave open-ended answers to Question 16, which asked initially, in a scaled fashion, for teachers' views on the need for more mass media consumption education in secondary schools. Twenty-five of the respondents to the mailed questionnaires decided to give open-ended answers to Question 17, which asked them to comment on their overall reactions to the questionnaire and the study, and perhaps to offer some closing thoughts.

As was noted earlier, the teachers who gave taped interviews responded in a dual fashion to Questions 16 and

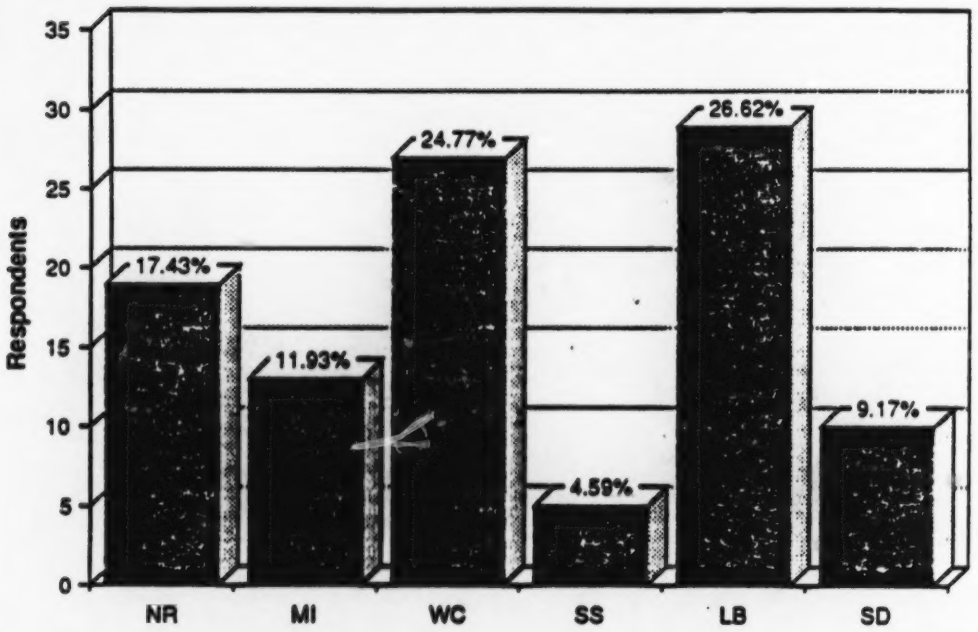
17, because, as was expected by the researcher, the open-ended nature of the interview process became a catalyst for answers to the final two questions. Therefore, the final totals for Questions 16 and 17 (mailed and taped questionnaires inclusive) were 34 and 32, respectively.

Open-ended responses were coded according to their frequency and significance. Of the 121 open-ended responses, 103 were considered to fit into significant categories. Some responses were extensive and fit into two categories. Certain questions (7, 9, 16, and 17) were more suited to open-ended responses. In the seven taped interviews, more of the questions generally were answered in an open-ended fashion.

Open-ended responses were coded according to key words (see Illustration 7). The open-ended respondents, both from the returned questionnaires and the taped interviews, most often said (26.62 percent) that mass media consumption education was desirable on a limited basis; 24.77 percent of the respondents thought that mass media consumption education was worthy of consideration; and 17.43 percent of those who responded said there was no room in the curriculum, especially because of basic skills instruction necessities.

The less frequent, open-ended responses centered around a need for more information on mass media consumption education in order to teach it (11.93 percent); the students' desire or enjoyment of mass media consumption education,

OPEN-ENDED RESPONSES



NR: There is no room in the curriculum, especially because of basic skills instruction.
MI: More information is needed on mass media consumption education.
WC: Mass media consumption education is worthy of consideration.
SS: Social studies is a better area for mass media consumption education.
LB: Mass media consumption education is desirable on a limited basis.
SD: Students desire or enjoy mass media consumption education, especially after being exposed to it.

Note: Out of 121 open-ended responses, 103 were considered to fit into the significant categories listed above.

Some responses were extensive and fit into two categories.

Certain questions (7, 9, 16, and 17—see Appendix B) were more suited to open-ended responses, and therefore an overall, open-ended response rate could be misleading.

In the seven taped interviews, more of the questions generally were answered in an open-ended fashion.

Illustration 7

especially after being exposed to it (9.17 percent); and the feeling of teachers that the social studies area was more suited for mass media consumption education (4.59 percent).

Some of the open-ended responses were indicative of the feelings and/or beliefs of the respondents. For example, one teacher said, "There are little or no prepared materials appropriate to my objective, and I have too little planning time to create new materials for my lessons." Another respondent said: "[Mass media consumption education] should be part of the 'total man' of the '80s."

Individual Characteristics of Respondents

The respondents were gauged as to the school location (by county, city, or area), age (20-40 years, 40 years and over), years of teaching experience (1-10 years, 11-19 years, 20 years and more), and degrees held (bachelor's degree and beyond, master's degree and beyond).

The findings show that the respondents' answers do not vary with regard to school location, age, teaching experience, or degrees held. Teachers of all age groups indicated that mass media consumption education raises student interest level and is a good preparation for students to function in a media-oriented society. They also indicated that they would be, at least, willing to receive more information, training, and/or support for mass media consumption education

in the possibility that it would be included in their courses (see Illustration 8).

The teachers who were questioned did not vary as to their professional experience or their degrees held with regard to beliefs on why mass media consumption education was a part of their courses or whether they would respond favorably to more background and/or training in mass media consumption education (see Illustrations 9 and 10).

The questions of why teachers included mass media consumption education and whether they would respond favorably to more mass media instruction were typical of the pattern which emerged, no matter what the individual characteristics of the respondents.

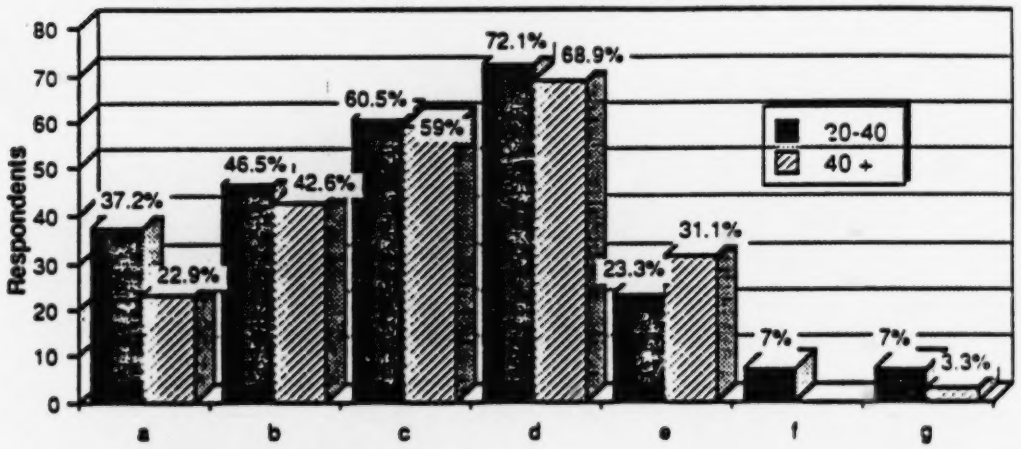
Also, the responses did not vary by area, whether a large number of teachers responded (such as with Montgomery, Baltimore, and Anne Arundel Counties) or whether a smaller number offered their viewpoints. And finally, the responses of private school teachers showed no appreciable differences from the responses of the public school teachers.

Summary

The findings from the questionnaire centered around some salient points. Most teachers said they at least did not know of any published mass media curriculum in their county, but a high percentage of them did include

AGE GROUPS

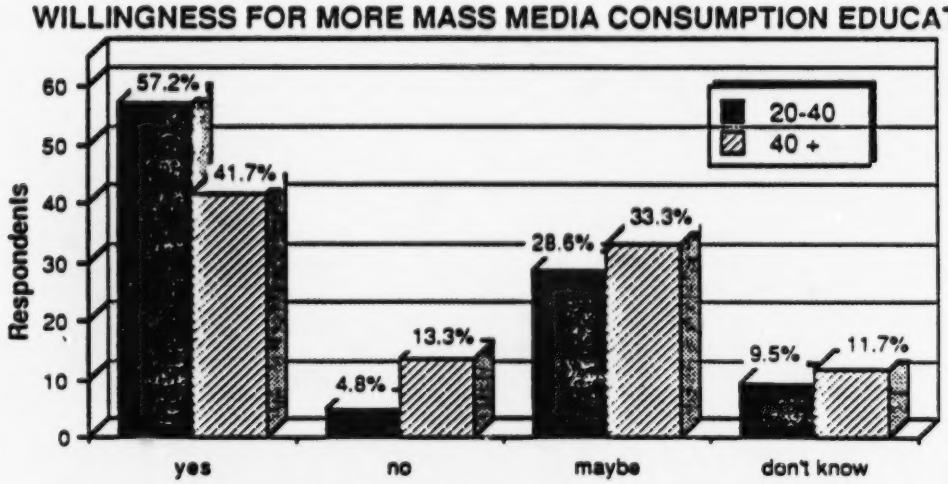
REASONS FOR INCLUDING MASS MEDIA INSTRUCTION



a: Part of established curriculum
b: Necessary part of students' education
c: Good preparation for students to function in media-oriented society
d: Raises student interest level
e: Students' consumption of media should be supplemented by instruction in school
f: Students requested media consumption education
g: Other

Note: The percentages in the above graph reflect the number of times respondents chose that particular reason. Most respondents chose more than one reason.

WILLINGNESS FOR MORE MASS MEDIA CONSUMPTION EDUCATION

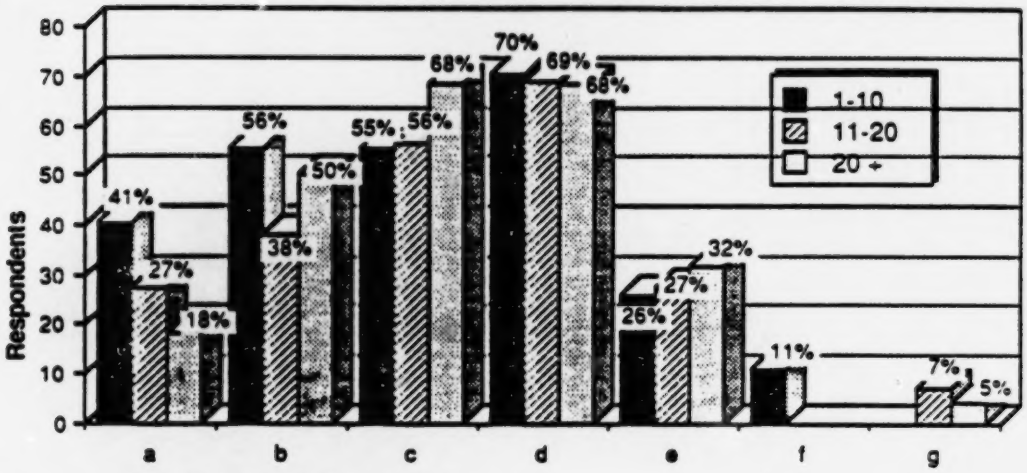


Note: Two of the teachers did not respond to this question.

Illustration 8

YEARS TEACHING

REASONS FOR INCLUDING MASS MEDIA INSTRUCTION



a: Part of established curriculum
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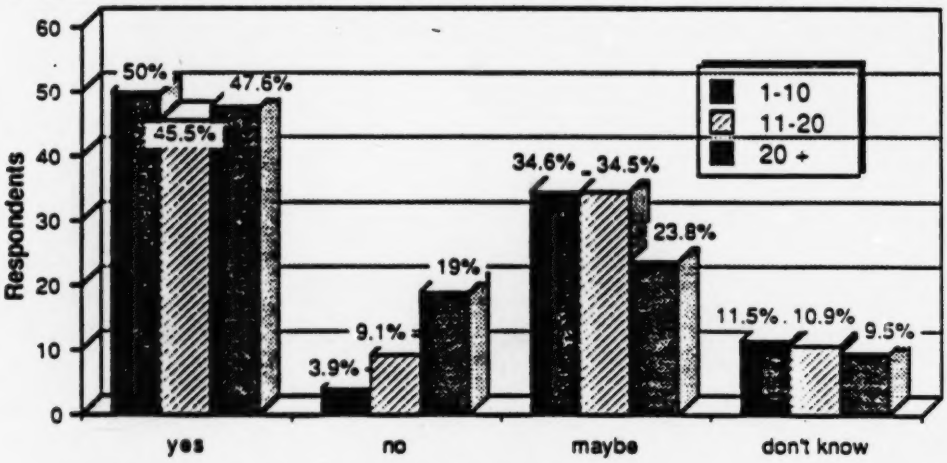
Note: The percentages in the above graph reflect the number of times respondents chose that particular reason. Most respondents chose more than one reason.

WILLINGNESS FOR MORE MASS MEDIA CONSUMPTION EDUCATION

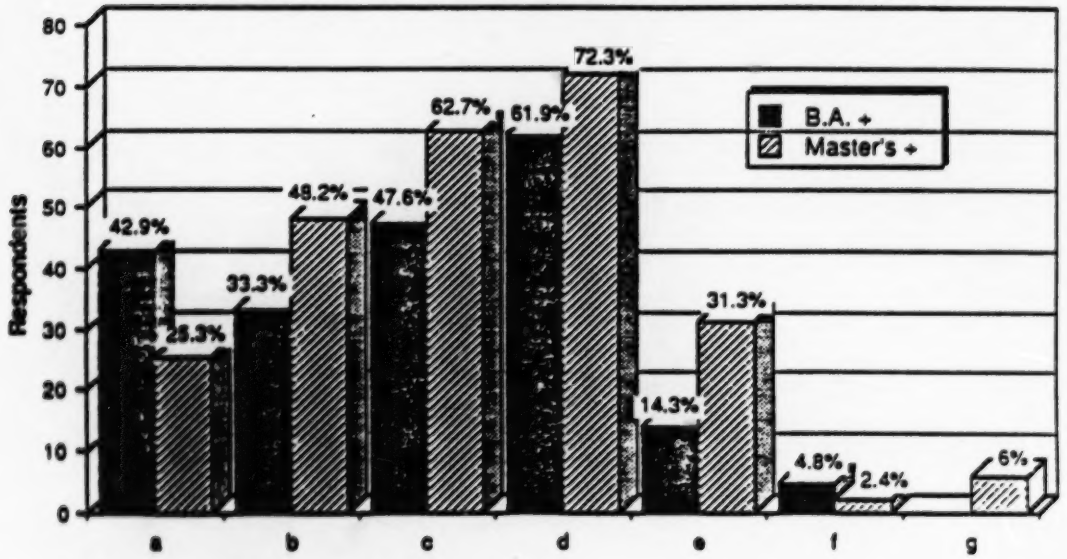


Note: Two of the teachers did not respond to this question.

Illustration 9

ACADEMIC BACKGROUND

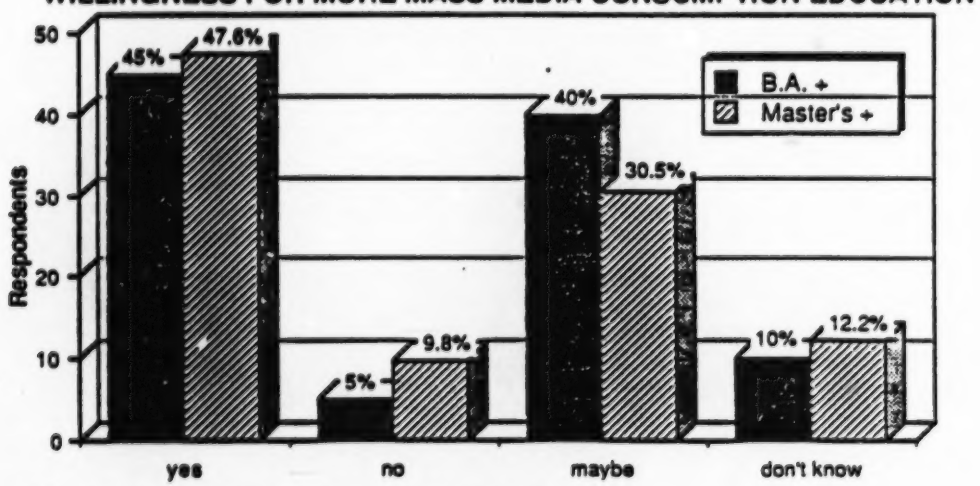
REASONS FOR INCLUDING MASS MEDIA INSTRUCTION



a: Part of established curriculum
b: Necessary part of students' education
c: Good preparation for students to function in media-oriented society
d: Raises student interest level
e: Students' consumption of media should be supplemented by instruction in school
f: Students requested media consumption education
g: Other

Note: The percentages in the above graph reflect the number of times respondents chose that particular reason. Most respondents chose more than one reason.

WILLINGNESS FOR MORE MASS MEDIA CONSUMPTION EDUCATION



Note: Two of the teachers did not respond to this question.

Illustration 10

mass media in their courses, with newspapers, magazines, and television topping the list. They thought their students consumed about 20 or 30 hours of mass media per week and that teaching mass media raised student interest level, was a good preparation for life in a media-oriented society, and was a necessary part of students' education.

The teachers' negative views on mass media instruction centered around it not being a part of an established curriculum, the unavailability of necessary background material or training, and the lack of room in the curriculum for mass media. Finally, the respondents thought mass media consumption education was desirable, perhaps on a limited basis, and said they would at least consider more mass media instruction if they were supplied more background and/or information.

CONCLUSIONS

From the findings of 26 public and private high schools in nine Maryland counties and Baltimore City, certain conclusions can be drawn regarding the views of the English/Language Arts teachers surveyed on mass media consumption education.

With regard to the major research question concerning the teachers' views on an overall need for mass media consumption education in secondary schools, the respondents generally expressed a positive attitude toward mass media consumption education. First of all, they said that teaching mass media raised their students' interest level. The students' interest was raised because of the mass media content itself and also because mass media topics were an effective stimulus for written assignments. In addition, the teachers said mass media education was a good preparation for life in a media-oriented society, and was a necessary part of their students' education.

The subsidiary research questions asked how often and to what degree mass media consumption instruction was a part of course content. They also asked why mass media consumption instruction was included in classes and what were the factors determining the inclusion. In addition, teachers were asked to give their reasons for including mass media consumption instruction, and whether their students expressed a desire for such instruction. Finally,

teachers were asked to give their views about an overall need for mass media consumption instruction.

Generally, the teachers expressed a view that mass media education was worthy of consideration, but they did have some reservations about including it in the curriculum. They said that it would be best used on a limited basis, as long as it did not interfere with other elements in an already established course of study. There were some reservations about there being no room in a curriculum where basic skills instruction was paramount. Many of them expressed these views strongly in their open-ended responses, which were extensive and reinforced other areas of the questionnaire.

It seemed that the respondents were concerned with imparting the more traditional basic skills of reading and writing. The Maryland Writing Test caused some of the teachers definite pressure. A few said the state's mandate to administer a writing test, which students must pass to move on in their education, gave teachers a degree of hesitation to expand on the standard basic skills approach.

Mass media consumption education, although desirable, was perceived by some as an "extra" element of an English/ Language Arts curriculum, or better suited for a social studies department. Also, some teachers, although in favor of mass media consumption education, had reservations about being able to obtain the necessary materials to

teach a course in the subject, or were not convinced they had the expertise to teach a course properly.

However, all of the reservations considered, the teachers were most often in favor of mass media consumption education. More than half of the respondents said there was a need for it, and approximately a third said that perhaps there was a need. In response to a related question, nearly one half said they would include more mass media consumption education in their classes if they had more training, background, and/or materials, and approximately a third said they might teach it if there was more support. It can be concluded that the major question of teachers' attitudes resulted in a generally positive response, even though curricular concerns might come into play.

The teachers' perceptions of an overall need to prepare students for a media-oriented society were corroborated by their estimation of the average amount of mass media their students consumed. Many thought it was approximately 30 hours per week, and their judgments approximated the findings of sources such as the A.C. Nielsen Company. Of course, the teachers in this study were viewing their students' media habits with regard to all media consumption, not just television, but it would seem that they had a fairly accurate perception of the issue in question. It is a matter for further speculation as to what extent teachers' perceptions of student media consumption have

affected their choices of course content.

As far as course content was concerned, a highly significant number of the respondents (100 of 104) claimed to include mass media in one or more of their courses. This response rate reinforced a positive attitude toward mass media education, even though the specific nature of the instruction was not determined.

There was no significant difference among the types of mass media that the teachers claimed to cover or use in class. Newspapers and magazines were followed very closely by television and film, and a number of individuals said they touched upon advertising. Since there were multiple responses here, the teachers showed a tendency to say they included many areas of mass media in their classes. Most went on to say that they did so either weekly or monthly, but again the question of the specific type and extent of instruction is a subject for further study.

Whatever objections the teachers had to including mass media consumption education in the curriculum largely focused on the time factor and the greater importance of other areas of study. Most, however, did say they included it, at least on a limited basis. They also said, in most cases, that they were the ones who made the curricular decision, and they were unaware of any official curriculum guide on mass media education in their school systems. It seems that when they believed it was an element worthy

of consideration, they personally had to make a decision to include it in some way. (The question of establishing official curriculum guides will be discussed in recommendations below.)

The respondents were about evenly split as to whether or not their students expressed a desire for mass media consumption education. In a related area, the reason most often mentioned for incorporating mass media consumption education, the teachers said, was to raise student interest level through the course content and as a stimulus for written assignments. Also, some open-ended respondents noted a definite increase in student interest for more mass media topics once the students had been introduced to them. This particular combination of answers indicates a feeling that teacher initiative can be a factor in raising student interest through mass media course content. If teachers are better informed and better supplied with curricular material related to mass media, they possibly could be more motivated to incorporate mass media instruction in their courses.

Teachers were asked to judge their own familiarity with mass media critics, and that of their peers. They were asked that question because their awareness of mass media criticism could be a factor in their capability of determining course content.

Their reactions showed a lack of mass media instruction

expertise. They said both they and their colleagues were seldom more than moderately aware of mass media critics. The teachers themselves cited the popular print and broadcast media as their sources of criticism, but the more sophisticated critical works generally were not part of their background. Certainly, a question arises as to the connection between educating teachers about mass media issues and media criticism, and their increased willingness to cover mass media in the classroom.

Individual Characteristics of Respondents

In addition to tabulations of results from the overall sample of 104 respondents, individual characteristics of the teachers were compiled. Age, location of the school, years teaching, and academic background were the areas of concentration. When teachers were grouped by these factors, their responses reflected no appreciable variations.

For example, Illustrations 8, 9, and 10 (see Findings) show specific compilations of reasons for including mass media instruction and willingness for more mass media consumption education. The results illustrated a concentration on age, experience, and background, but the totals indicated practically no difference whatsoever from the overall results. The same held true for the 10 geographical areas which were polled, whether the number of respondents in each area was large or small.

The findings related to individual characteristics pointed to a consistency of viewpoint in this sample, no matter the respondent's age, experience, background, or school location. In addition, no appreciable differences between the viewpoints of public and private school teachers were noted.

Recommendations

The average profile of the teachers polled in this study was an individual approximately 40 years of age or more with a master's degree and between 11 and 20 years teaching experience. The study was not specifically designed to elicit responses mainly from an older, more experienced group of teachers with a post-graduate education. However, they were the ones who, by and large, responded to the requests of the individual liaison teacher in each high school. And since that group responded, the results reflected the viewpoints of a somewhat older, more experienced sample.

It is possible that the liaison teacher sought out a more experienced group, or that an experienced group was more responsive or tended to consider the study worthy of attention. And, it also is possible that the English/Language Arts faculties chosen simply were more experienced and somewhat older, showing a pattern in the 26 high schools which participated in the study.

It remains for this study to be replicated using other

sample sizes and backgrounds. The results here can help to fill a research gap because of a direct concentration on the mass media education viewpoints of the classroom teacher, who recently has been somewhat neglected in this area. However, much more can be done. Other studies may perhaps reveal the viewpoints of a younger group or a group representing a wider geographical area (younger than 40 years of age and more representative of all of Maryland's counties).

In light of the proliferation of mass media in the modern world, concerns over its consumption and related issues have touched both society in general and education in particular. Further study on mass media consumption education can continue to fill a need by verifying, clarifying, and expanding upon the results of this and other studies.

Other individuals could perhaps attempt studies which would aim at a national or regional area. They could try to gauge their results from both quantitative and qualitative approaches. Their format could be based on both questionnaire and interview possibilities.

Another recommendation would be for educators to consider taking a close look at further incorporation of mass media consumption education into the school curriculum. Most of the 104 English/Language Arts teachers in this study expressed positive attitudes, with some reservations as to time and basic skills priorities. However, they also

mentioned a lack of curricular guidelines and background to implement the various forms of mass media instruction.

A responsible and qualified group of educators and other professionals familiar with the mass media should address the task of formulating an extensive curriculum with resource material, specific procedures and content, and solid objectives based on a clear rationale. With the support and backing of a respected and politically influential board of education, administrators and teachers may be more apt to examine their curricular priorities. Also, the viewpoints of teachers on mass media education should be encouraged to come to the fore. Their viewpoints could lead to a more extensive role in determining course content, and a subsequent increase in the inclusion of mass media education in the overall curriculum.

The combination of further study in the field, competent and properly supported curricular guidelines, and increased teacher orientation, is a formula for action in the modern, media-oriented society. Schools need at least to look at some of the realities facing students in the influential world of the mass media. And the teachers, of course, are the crucial link.

APPENDIX A

Dear Teacher:

The following inquiry is an essential part of a doctoral dissertation designed to determine the nature of mass media consumption education in the English/Language Arts classes of Maryland high schools. It also concerns the possible need (as viewed by teachers) for mass media consumption instruction in the high schools, as well as the drawbacks and/or difficulties associated with such instruction.

To clarify the terms, mass media is meant to include such areas as television, radio, newspapers, magazines, advertising, film, recordings, and their continuing technological advancements.

Further, mass media consumption instruction should not be confused with mass media skills instruction. The purpose of mass media skills instruction is to train individuals in the professional expertise (writing a newspaper story, operating a television camera, etc.) necessary to perform in media or media-related jobs.

With mass media consumption instruction, however, the aim is to introduce students to the media in terms of how they function, who functions within them, and how they may or may not influence society. Possible areas of discussion might be the ethics of news reporters and advertisers, or whether mass media can contribute to negative societal effects such as illiteracy and violence.

Although mass media consumption instruction may include some introduction to the skills needed to work within the mass media, the main focus is to consider issues which may help students become more knowledgeable media consumers throughout their lives. Also, mass media consumption instruction does not refer simply to *using* media in the classroom, but it specifically means teaching *about* media in some way—how and why they may be factors in today's society.

I feel that information about mass media consumption education is important because of the widespread use of the media by secondary school students and the current discussion over "basic" curricular content in the schools. I hope that you will take a few moments to add to the findings of this study. Your cooperation is appreciated.

Mass Media Consumption

Brief background information, please:

Age _____

School system (county) _____

Number of years teaching in secondary schools _____

Courses presently taught _____

_____

_____

_____

Degrees held and major subject areas (e.g., B.A. English, M.A. Communications)

_____

_____

_____

Mass Media Consumption

Please answer the following questions either by checking the appropriate space(s) or filling in any open-ended responses. It is suggested that you refer to the cover letter for any further clarification of the nature of mass media consumption education.

1. **Does your school system have a published, secondary level cu: riculum for mass media consumption education which is available to faculty members? ___Yes __ No __Don't know**

2. **How many hours of mass media do you believe your students consume per week?**
   - _____ **40 to 50 hours**
   - _____ **30 to 40 hours**
   - _____ **20 to 30 hours**
   - _____ **10 to 20 hours**
   - _____ **0 to 10 hours**

3. **Do you incorporate mass media consumption into any of your courses in any form? (Remember, this may include an introduction to specific media skills.) ____Yes____ No**

4. **Which of your courses contains some form of mass media consumption instruction?**

   _____

   _____

   _____

5. **What area(s) of mass media consumption education do you cover or use in the course of instruction?**

   - _____ **Newspapers**
   - _____ **Magazines**
   - _____ **Television**
   - _____ **Radio**
   - _____ **Film**
   - _____ **Advertising**
   - _____ **Recording (music industry)**
   - _____ **Other (please be specific)** _____

   _____

Mass Media Consumption

6. How frequently would you say that you use or cover areas of mass media consumption in your courses?

_____ Weekly

_____ Monthly

_____ Every two or three months

_____ Once or twice yearly

_____ Never

7. If mass media consumption education is a part of your courses, why is it included? (One or more areas may be checked.)

_____ Part of established curriculum

_____ Necessary part of students' education

_____ Good preparation for students to function in media-oriented society

_____ Raises student interest level

_____ Students' consumption of media should be supplemented by instruction in school

_____ Students requested media consumption education

_____ Other (Please indicate alternative reason(s) and feel free to elaborate on any area of this question.)

_____

_____

_____

8. Overall, who made the decision to include mass media consumption education in your courses? (One or more may be checked.)

_____ You, the teacher

_____ Curriculum committee within the school

_____ County curriculum committee

_____ Students

_____ Other (Please specify) _____

_____

Mass Media Consumption

9. If mass media consumption education is not a part of your courses, why is it not included? (One or more areas may be checked.)

_____ Not a part of established curriculum

_____ Established curriculum guidelines unclear for proper instruction

_____ Insufficient materials available

_____ Program of its kind too costly

_____ Teachers may be unprepared to teach material properly

_____ Other instructional areas are more important in time allotted

_____ Not necessary for students' overall education

_____ Other (Please indicate alternative reason(s) and feel free to elaborate on any area of this question.)

_____

_____

10. Do your students express a desire for mass media consumption education? ___Yes___No

11. If so, how often?

_____ Very often
_____ Often
_____ Occasionally
_____ Seldom
_____ Never

12. If you received more information, training, and/or support for mass media consumption education, would you include more of this type of instruction in your courses?
_____ Yes _____ No _____ Maybe _____ Don't know

13. How aware are you of the mass media critics (such as Jeff Greenfield, Tom Shales, and Neil Postman)?

_____ Extremely aware
_____ Very aware
_____ Moderately aware
_____ Not very aware
_____ Not aware

Mass Media Consumption

14. If you are aware of mass media critics, how often do you read or listen to them, and what are your sources?

_____

_____

15. In your opinion, how aware are the members of your profession with regard to mass media criticism?

_____ Extremely aware
_____ Very aware
_____ Moderately aware
_____ Not very aware
_____ Not aware

16. Overall, do you feel there is a need for more mass media consumption education in secondary schools?

_____ Yes _____ No _____ Maybe _____ Don't know

Please elaborate if desired _____

_____

_____

_____

_____

17. Any further comments you may have on mass media consumption education and/or any specific part of the above questionnaire would be appreciated.

_____

_____

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